

**CODE SWITCHING USED BY LECTURERS  
IN THE STUDY PROGRAM OF ENGLISH LITERATURE  
OF UNIVERSITAS BRAWIJAYA**

**UNDERGRADUATE THESIS**

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## ABSTRACT

Hikmah, Evy Fajriatul. 2015. **Code Switching Used by Lecturers in the Study Program of English Literature of Universitas Brawijaya**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Supervisor: Emy Sudarwati; Co-supervisor: Muhammad Rozin.

Key words: sociolinguistics, code switching, lecturer

This study is aimed to find out the code switching used by lecturers in the Study Program of English Literature of Universitas Brawijaya. There were three problems of the study namely: (1) what are the types of code switching used by lecturers; (2) what are the reasons of code switching used by lecturers; and (3) what are the students' perspective toward the code switching used by lecturers.

This study used qualitative approach since the data being analyzed were in the form of the lecturers' utterances when explaining the lesson in the classrooms. In achieving the purposes of the study, the writer applied theories of types and reasons of code switching by Hoffmann (1991).

The writer found four types of code switching used by the lecturers such as intra-sentential (78.1%), inter-sentential (16.7%), emblematic switching (4.4%), and establishing continuity with the previous speaker (0.7%). In addition, there were six reasons of code switching used by the lecturers found such as intention of clarifying the speech content for interlocutor (59.4%), talking about particular topic (23%), interjection (7.5%), being emphatic about something (4%), expressing group identity (3.3%), and repeating used for clarification (2.8%). The writer also found two reasons based on the results of interview. First, there are some terms which are easier to be explained in English. The second is to make the discussion in the classroom run smoothly. Moreover, the lecturers' switching give positive effects. According to the students' opinion, they can enhance their understanding of the material taught through the lecturers' code switching.

The researcher suggests the next researchers who want to conduct a study about code switching to use different theories and objects. The next researchers are also expected to investigate the code switching phenomenon by combining with other theories such as gender. Then, the writer suggests the lecturers to use code switching as a useful strategy in teaching since it gives positive effects to the students' understanding.

## **ABSTRAK**

Hikmah, Evy Fajriatul. 2015. **Penggunaan Alih Kode oleh Dosen Program Studi Sastra Inggris Universitas Brawijaya**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Emy Sudarwati; Pembimbing II: Muhammad Rozin.

Key words: sosiolinguistik, alih kode, dosen

Penelitian ini bertujuan untuk mencari tahu alih kode yang digunakan oleh dosen program studi Sastra Inggris Universitas Brawijaya. Terdapat tiga rumusan masalah penelitian yaitu: (1) apa saja jenis alih kode yang digunakan oleh dosen; (2) apa saja alasan alih kode yang digunakan oleh dosen; dan (3) apa pandangan siswa terhadap alih kode yang digunakan oleh dosen.

Penelitian ini menggunakan pendekatan kualitatif karena data yang dianalisis dalam bentuk ucapan-ucapan dosen ketika menjelaskan pelajaran di kelas. Dalam mencapai tujuan penelitian, penulis menerapkan teori tentang jenis-jenis dan alasan-alasan alih kode oleh Hoffmann (1991).

Penulis menemukan lima jenis alih kode yang digunakan oleh dosen seperti dalam kalimat (78.1%), antar kalimat (16.7%), *emblematic switching* (4.4%), dan melanjutkan pembicara sebelumnya (0.7%). Selain itu, ada enam alasan alih kode yang digunakan oleh dosen yang ditemukan seperti mengklarifikasi isi pembicaraan kepada lawan bicara (59.4%), membicarakan topik tertentu (23%), sisipan (*interjection*) (7.5%), mempertegas sesuatu (4%), menunjukkan identitas suatu kelompok (3.3%), dan pengulangan untuk memperjelas (2.8%). Penulis juga menemukan dua alasan berdasarkan hasil wawancara. Pertama, terdapat beberapa istilah yang lebih mudah untuk dijelaskan menggunakan bahasa Inggris. Kedua adalah untuk membuat diskusi di kelas berjalan lancar. Selain itu, alih kode yang digunakan para dosen memberikan efek yang positif. Menurut pendapat siswa, mereka dapat menambah pemahaman tentang materi yang diajarkan melalui alih kode dosen.

Peneliti menyarankan kepada peneliti selanjutnya yang ingin melakukan studi tentang alih kode untuk menggunakan teori dan objek penelitian yang berbeda. Peneliti berikutnya juga diharapkan untuk menyelidiki fenomena alih kode dengan menggabungkan dengan teori lain seperti *gender*. Kemudian, penulis menyarankan kepada dosen untuk menggunakan alih kode sebagai sebuah strategi yang berguna dalam mengajar karena hal tersebut memberikan lebih banyak dampak positif untuk pemahaman siswa.

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